

2015 School Progress Report

Voices College-Bound Language Academy

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Our North Star Goal

Franklin-McKinley Area Schools* are working toward the same North Star Goal of having 70% of all students proficient or above in English, Math, and Science by 2020.



How is this school doing toward reaching this goal?

Academic Performance: **FAIR**

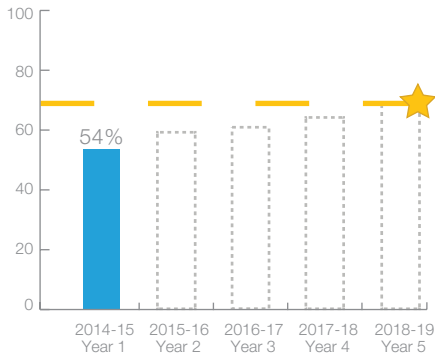
The 2014-15 CAASPP scores indicate that SOME students at this school are proficient in the 3 tested core subjects (English, Math, Science).

Student performance on state tests is critical to understanding how well schools are serving their students, and how well students are learning and meeting academic standards. The data below show students' test results in English Language Arts, Math and Science on the California Assessment of Student Performance and Progress (CAASPP) System.

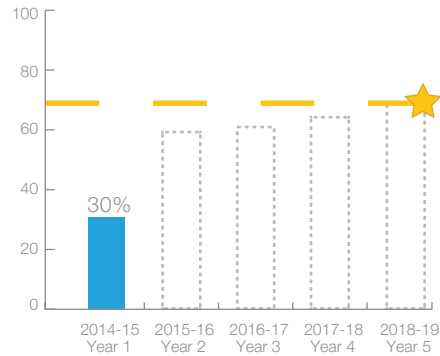
Academic Performance

Future progress reports will show how this school is progressing to meet the North Star Goal.

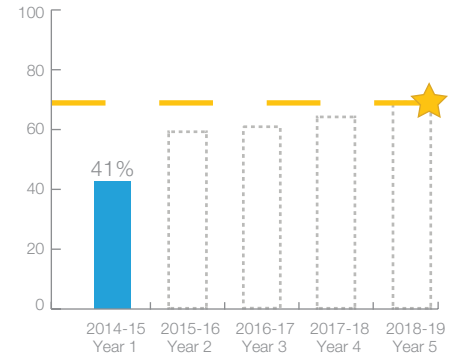
English Language Arts



Math



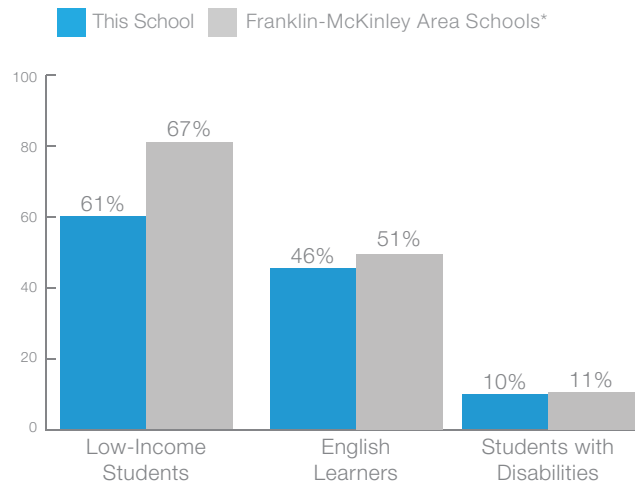
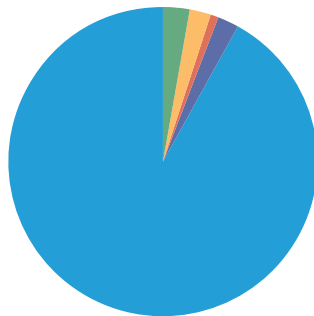
Science



Who Are This School's Students?

Ethnicity

- 91% Latino
- 2% Asian
- 1% Filipino
- 2% White
- 3% Black
- 0% Other



*Includes students served within Franklin-McKinley attendance boundaries

Going Deeper: Achievement Gap in Student Performance

Is this school setting students on track for college?

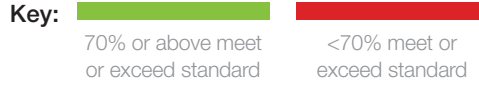
The new state tests (CAASPP) tell parents whether students are on grade level and on track for college.

It is important that all students are at grade level (that is, meeting or exceeding standards on the new exams).

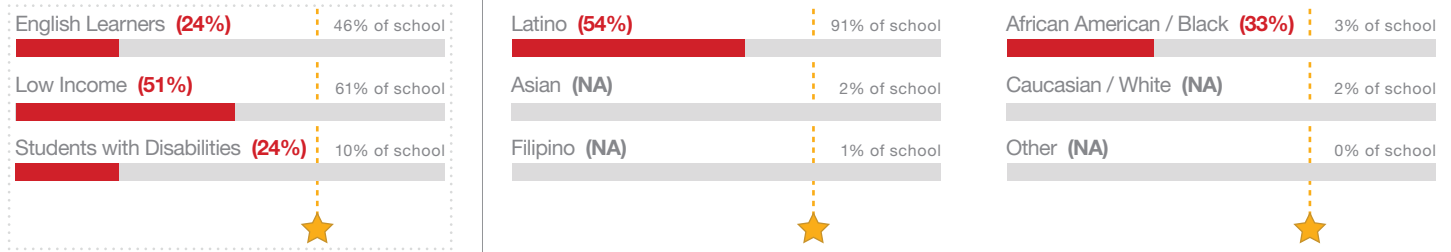
Below, you see how well different student groups are doing at this school, and how close they are to the North Star Goal.

Student Performance by Group

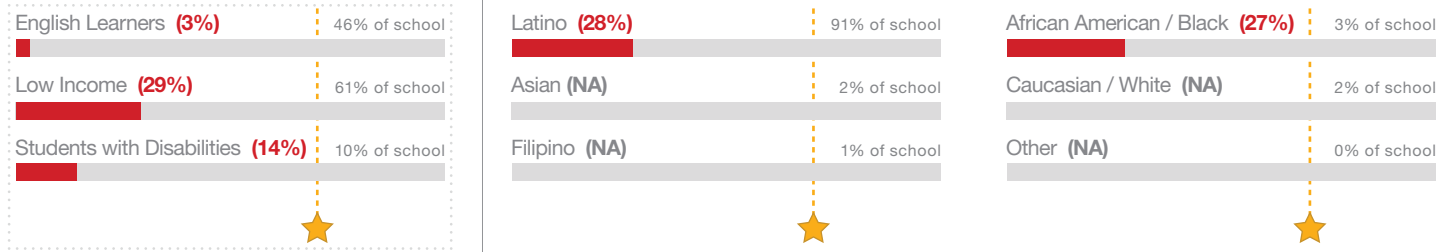
Percentage of students meeting or exceeding standards



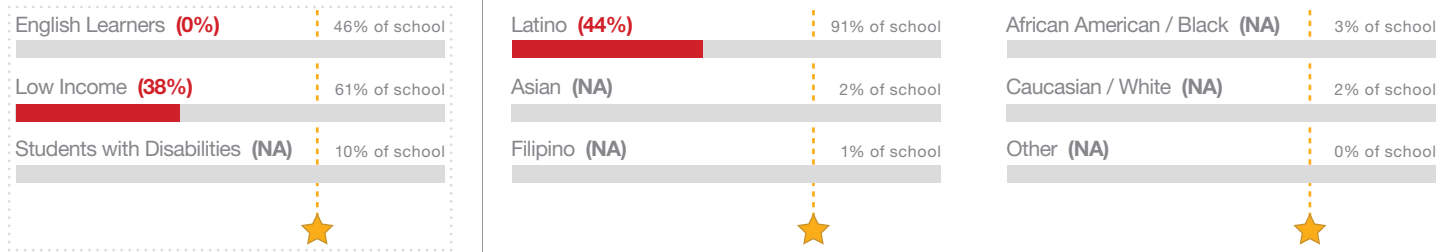
English Language Arts



Math



Science



Going Deeper: Achievement Gap in Student Performance *Continued*

English Learners (ELs)

Research shows that schools should be able to help ELs become fluent in English within 5 years, so students can get and stay on grade level as they get older.

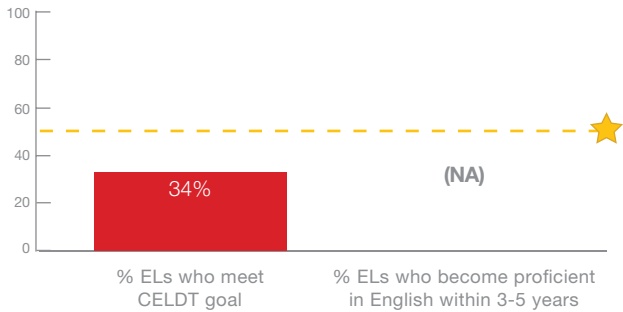
To do this, schools must meet the following goals:

Goal 1:

50% or more of all ELs meet their annual English proficiency growth goal on the California English Language Development Test (CELDT).

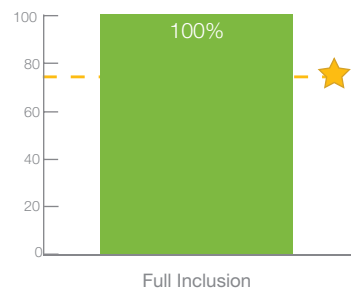
Goal 2:

50% or more of all ELs become proficient in English (earn 4 or 5 on CELDT) within 5 years. After 5 years, students that have not achieved this are considered long-term ELs.



Students with Disabilities

Research shows that, with proper support, students with disabilities perform well when they are included in classrooms along with their peers without disabilities. The state recommends that at least 75% of students with disabilities should be fully included in general education classrooms. The chart below shows the percentage of students with disabilities at this school who are fully included in general education classrooms.

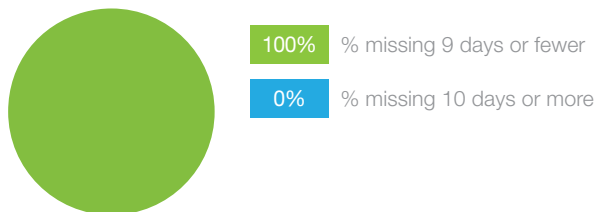


Student Engagement

Rates of attendance, suspensions and expulsions are important indicators of how engaged students are in school.

Percent of Students Missing School

Attendance is incredibly important: students lose opportunities to learn when they miss school. Below, see the percentage of students missing school in this school.



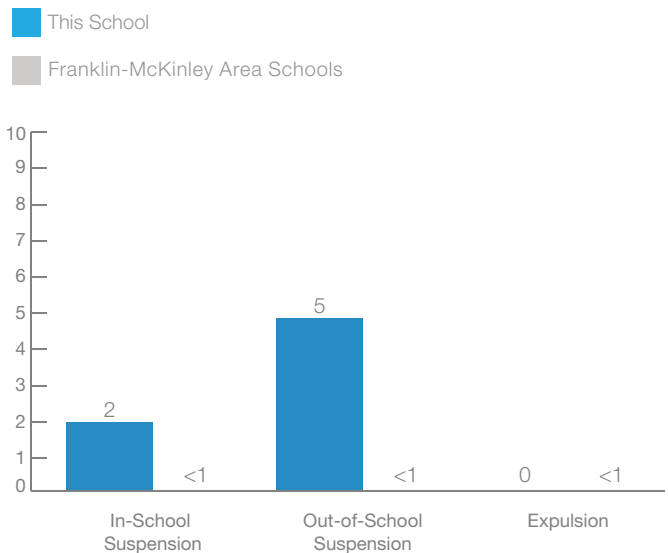
Average Daily Attendance (ADA)

Another way to think about student engagement is to consider how many students, on average, attend school daily throughout the school year.



Number of Suspensions / Expulsions For Every 100 Students

Suspension and expulsion rates provide additional information about student engagement at this school.



School Environment and Culture

Is there a positive and safe learning environment for students in this school?

It is important for students to feel safe and learn in a positive learning environment -- in the classroom and the whole school. Students throughout Franklin McKinley shared their perceptions of their school environment via survey in Spring 2015, and provided data in five areas: classroom environment, school safety and discipline, academic expectations and rigor, and social emotional learning.

Climate Key: **STRONG** **GOOD** **FAIR** **POOR** **RATING N/A**

Classroom Environment **FAIR**

Researchers agree that student engagement is closely tied to student performance. Read below to see how students feel about participating at school.

Fairness in School & Class

Some students report rules at this school are fair.



Positivity at the School

Some students report this school's environment and teachers are positive.



Academic Expectations and Rigor **STRONG**

This information shows how students see their teachers as encouraging, helpful, and having high expectations of their work.

Teachers' Expectations of Students

Most students report that their teachers have high expectations of them.



Encouragement to Keep Trying

Most students report that their teachers push them to keep trying.



Checking for Understanding

Most students report that their teachers take the time to check for understanding.



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Social Emotional Learning – Character Development **GOOD**

Educators in your community want you to know if students are developing some very important character traits that set them up for success in school and beyond.

Grit

Many students report that, if they failed at an important goal, they are likely to try again.



Mindset

Many students report that it is possible to change their ability to put forth effort in class.



School Safety and Discipline **GOOD**

This information tells you how students feel about safety in the school, and a school's results for tracked disciplinary actions.

In-School Safety

Most students report feeling safe at school.



Safety on the Way to School

Most students report feeling safe on the way to school.



Bullying at School

Some students report feeling like they might be hurt by someone at school.

